

Race to the Top Panel Review by Applicant



For Georgia, Phase 2

Selection Criteria	Available	Average Total Score	Average Total Score	Revi	ewer 1	1	Revi	ewer 2	2	Revi	ewer 3	3	Revi	ewer 4	1	Revi	ewer	5
Status		Tier 1	Tier 2	Con	pleted	d	Com	pleted	#	Com	pleted	d	Com	pleted	1	Com	plete	d
				Tier 1	Tier	2	Tier 1	Tier	2									
A. State Success Factors	125	103.2	104.4	113	113		98	98		108	111		93	93		104	107	
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53.4	54.6	61	61		56	56		52	55		46	46		52	55	
(i) Articulating comprehensive, coherent reform agenda	5	4.8	4.8	5	5		5	5		5	5		4	4		5	5	
(ii) Securing LEA commitment	45	36.2	37.4	42	42		39	39		35	38		30	30		35	38	
(iii) Translating LEA participation into statewide impact	15	12.4	12.4	14	14		12	12		12	12		12	12		12	12	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25	25	28	28		20	20		28	28		22	22		27	27	
(i) Ensuring the capacity to implement	20	18.4	18.4	20	20		15	15		20	20		17	17		20	20	
(ii) Using broad stakeholder support	10	6.6	6.6	8	8		5	5		8	8		5	5		7	7	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	24.8	24.8	24	24		22	22		28	28		25	25		25	25	
(i) Making progress in each reform area	5	4.8	4.8	5	5		4	4		5	5		5	5		5	5	
(ii) Improving	25	20	20	19	19		18	18		23	23		20	20		20	20	

student outcomes															
B. Standards and Assessments	70	69.6	69.6	70	70	69	69	70	70		70	70	69	69	
(B)(1) Developing and adopting common standards	40	40	40	40	40	40	40	40	40		40	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	20	20	20	20	20	20		20	20	20	20	
(ii) Adopting standards	20	20	20	20	20	20	20	20	20	П	20	20	20	20	
(B)(2) Developing and implementing common, high- quality assessments	10	10	10	10	10	10	10	10	10		10	10	10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	5	5	5	5	5	5		5	5	5	5	
(ii) Including a significant number of States	5	5	5	5	5	5	5	5	5		5	5	5	5	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	19.6	19.6	20	20	19	19	20	20		20	20	19	19	
								 		_					
C. Data Systems to Support Instruction	47	42	43.2	42	42	37	43	44	44		44	44	43	43	
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	24	24	24	24	24	24		24	24	24	24	
(C)(2) Accessing and using State data	5	4.8	4.8	5	5	4	4	5	5		5	5	5	5	
(C)(3) Using data to improve instruction	18	13.2	14.4	13	13	9	15	15	15		15	15	14	14	

4.2

(i) Increasing the use of

instructional improvement systems

4.6

6

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4	4.4	4	4	3	5	4	4	3	3	6	6	
(iii) Making the data from instructional improvement systems available to researchers	6	5	5.4	5	5	3	5	5	5	6	6	6	6	

D. Great Teachers and Leaders	138	117	119.8	121	123	109	114	123	125	114	117	118	120	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	16.6	16.6	17	17	16	16	18	18	16	16	16	16	
(i) Allowing alternative routes to certification	7	7	7	7	7	7	7	7	7	7	7	7	7	
(ii) Using alternative routes to certification	7	5.4	5.4	5	5	5	5	7	7	5	5	5	5	
(iii) Preparing teachers and principals to fill areas of shortage	7	4.2	4.2	5	5	4	4	4	4	4	4	4	4	
(D)(2) Improving teacher and principal effectiveness based on performance	58	53	54.8	52	54	51	51	55	57	53	56	54	56	
(i) Measuring student growth	5	5	5	5	5	5	5	5	5	5	5	5	5	
(ii) Developing evaluation systems	15	14	14	14	14	13	13	15	15	13	13	15	15	
(iii) Conducting annual evaluations	10	9.4	9.4	9	9	8	8	10	10	10	10	10	10	
(iv) Using evaluations to inform key decisions	28	24.6	26.4	24	26	25	25	25	27	25	28	24	26	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18.6	18.6	22	22	19	19	17	17	15	15	20	20	

E. Turning Around the Lowest-	50	47.6	48.2	47	47	48	48	45	48	48	48	50	50	
(ii) Continuously improving the effectiveness of the support	10	9	9	9	9	8	8	10	10	10	10	8	8	
(i) Providing effective support	10	9	10	10	10	5	10	10	10	10	10	10	10	
(D)(5) Providing effective support to teachers and principals	20	18	19	19	19	13	18	20	20	20	20	18	18	
(ii) Expanding effective programs	7	5.4	5.4	5	5	5	5	7	7	5	5	5	5	
(i) Linking student data to credentialing programs and reporting publicly	7	5.4	5.4	6	6	5	5	6	6	5	5	5	5	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10.8	10.8	11	11	10	10	13	13	10	10	10	10	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6.6	6.6	7	7	6	6	7	7	5	5	8	8	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12	12	15	15	13	13	10	10	10	10	12	12	

E. Turning Around the Lowest- Achieving Schools	50	47.6	48.2	47	47	48	48	45	48	48	48	50	50	
(E)(1) Intervening in the lowest- achieving schools and LEAs	10	10	10	10	10	10	10	10	10	10	10	10	10	
(E)(2) Turning around the lowest-achieving schools	40	37.6	38.2	37	37	38	38	35	38	38	38	40	40	
(i) Identifying the persistently lowest- achieving schools	5	5	5	5	5	5	5	5	5	5	5	5	5	
(ii) Turning	35	32.6	33.2	32	32	33	33	30	33	33	33	35	35	

around the persistently lowest- achieving schools														
F. General	55	46.2	46.2	48	48	44	44	48	48	50	50	41	41	
(F)(1) Making education funding a priority	10	9.8	9.8	10	10	9	9	10	10	10	10	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	5	5	5	5	5	5	5	5	5	5	
(ii) Equitably funding high- poverty schools	5	4.8	4.8	5	5	4	4	5	5	5	5	5	5	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	32.8	32.8	34	34	32	32	34	34	36	36	28	28	
(i) Enabling high- performing charter schools "(caps)"	8	8	8	8	8	8	8	8	8	8	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	7.6	7.6	8	8	6	6	8	8	8	8	8	8	
(iii) Equitably funding charter schools	8	8	8	8	8	8	8	8	8	8	8	8	8	
(iv) Providing charter schools with equitable access to facilities	8	6	6	6	6	6	6	6	6	8	8	4	4	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	3.2	3.2	4	4	4	4	4	4	4	4	0	0	
(F)(3) Demonstrating other significant reform conditions	5	3.6	3.6	4	4	3	3	4	4	4	4	3	3	
Subtotal (Calculated before determining whether the	485	425.6	431.4	441	443	405	416	438	446	419	422	425	430	

applicant met the Competitive Preference Priority on STEM)														
Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*	15	15	15	15	15	15	15	15	15	15	
Individual Reviewer Score (see individual reviewer technical review forms)	500			456	458	420	431	453	461	434	437	440	445	

Total 500 440.6 446.4

	FINAL**		Revie	ewer 1	Revie	wer 2	Revie	wer 3	Revie	wer 4	Revie	wer 5	
Absolute Priority - Comprehensive Approach to Education Reform	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

^{*} Applicants are eligible for either 0 or 15 points in Competitive Preference Priority 2: Emphasis on STEM. The total awarded to the applicant is not based on an average of individual reviewer scores in this section. Rather, 15 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the STEM criteria (indicated by the individual reviewer entering 15 points in that field). If a majority of reviewers award 0 points in this area, 0 points are added to the applicant's Average Total Score.

^{**} The applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

